



B O A R D O F S T U D I E S
NEW SOUTH WALES

2011 HSC Indonesian Background Speakers Marking Guidelines — Written Examination

Section I — Listening and Responding Part A

Question 1 (a)

Criteria	Marks
• Fully explains the reasons why Ibu Aminah thinks that the wedding celebrations in the past were superior	3
• Partially explains the reasons why Ibu Aminah thinks that the wedding celebrations in the past were superior	2
• Provides some relevant information	1

Question 1 (b)

Criteria	Marks
• Identifies and fully describes the language used by both speakers that reflects their generation gap	2
• Identifies some language features used by both speakers	1

Question 1 (c)

Criteria	Marks
<ul style="list-style-type: none"> Fully analyses the language features used by Ibu Aminah to identify the changes in her tone. Provides appropriate examples from the text 	5
<ul style="list-style-type: none"> Partially analyses the language features used by Ibu Aminah to identify some changes in her tone. Provides some relevant examples from the text 	3–4
<ul style="list-style-type: none"> Identifies and/or analyses some changes in tone with some relevant information 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Part B
Question 2

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a comprehensive understanding of the issues raised in the texts and a sophisticated level of ability to compare and contrast them Composes a coherent argument with insightful reference to the texts Demonstrates a highly developed understanding of context and audience Demonstrates an excellent control of vocabulary and language structures 	9–10
<ul style="list-style-type: none"> Identifies the main issues in the texts and compares and contrasts them in a lucid way Composes an effective argument with close reference to the texts Writes effectively for the context and audience Demonstrates an appropriate knowledge and understanding of language structures and vocabulary 	7–8
<ul style="list-style-type: none"> Compares and contrasts opinions, ideas and information in the texts Writes coherently and with some appropriate textual reference Relates information to context and audience Writes using a range of language structures and vocabulary 	5–6
<ul style="list-style-type: none"> Compares and contrasts some information in the texts Demonstrates a limited ability to structure and sequence information and ideas Demonstrates an awareness of context and audience 	3–4
<ul style="list-style-type: none"> Demonstrates some understanding of the texts and the ability to compare and contrast information Shows some evidence of the ability to organise information 	1–2

Section II — Reading and Responding

Part A

Question 3 (a)

Criteria	Marks
• Fully identifies and contrasts the differing views of the two youths to a pile of corn cobs	4
• Identifies and contrasts the differing views of the two youths to a pile of corn cobs	3
• Partially identifies and contrasts the differing views of the two youths to a pile of corn cobs	2
• Partially identifies the views of one youth only	1

Question 3 (b)

Criteria	Marks
• Fully explains Rendra's criticism of the education provided. Provides appropriate examples	4
• Partially explains Rendra's criticism of the education provided. Provides some examples	2–3
• Provides some relevant detail	1

Question 3 (c)

Criteria	Marks
• Fully analyses language and techniques used by Rendra to convey his message. Supports answer with appropriate evidence from the text	6–7
• Partially analyses language and techniques used by Rendra to convey his message. Supports answer with some evidence from the text	4–5
• Identifies some language and techniques used by Rendra to convey his message with little evidence	2–3
• Provides some relevant details	1

Part A (continued)**Question 4**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the text• Demonstrates a highly developed ability to analyse how the author explores the parent–child relationship• Demonstrates a perceptive and insightful ability to analyse the way in which language is used in the text• Structures and sequences ideas coherently and effectively	21–25
<ul style="list-style-type: none">• Demonstrates the ability to analyse how the author explores the parent–child relationship• Analyses the way in which language is used in the text• Structures and sequences ideas coherently with appropriate textual reference	16–20
<ul style="list-style-type: none">• Demonstrates the ability to identify and discuss how the author explores the parent–child relationship• Discusses ways in which language is used• Structures and sequences some ideas with some appropriate textual reference	11–15
<ul style="list-style-type: none">• Identifies with some elaboration examples of how the author explores the parent–child relationship• Identifies some examples of the way in which language is used• Attempts to structure and sequence ideas with reference to the text	6–10
<ul style="list-style-type: none">• Identifies some relevant ideas and information• Attempts to convey ideas	1–5

Part B

Question 5

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of the issues raised in the text • Responds with a sophisticated level of ability to the opinions, ideas and information in the text • Composes a coherent argument demonstrating a comprehensive understanding of the text • Demonstrates a highly developed understanding of context and audience • Demonstrates an excellent control of vocabulary and language structures 	13–15
<ul style="list-style-type: none"> • Identifies the main issues in the text • Responds lucidly to the opinions, ideas and information in the text • Composes an effective argument with close reference to the text • Writes effectively for the context and audience • Demonstrates an appropriate knowledge and understanding of language structures and vocabulary 	10–12
<ul style="list-style-type: none"> • Exchanges information in response to the opinions, ideas and information in the text • Writes coherently and with some appropriate textual reference • Relates information to context and audience • Writes using a range of language structures and vocabulary 	7–9
<ul style="list-style-type: none"> • Responds to some opinions, ideas and information in the text • Demonstrates a limited ability to structure and sequence information and ideas • Demonstrates an awareness of context and audience 	4–6
<ul style="list-style-type: none"> • Demonstrates some understanding of the text • Shows some evidence of the ability to organise information 	1–3

Section III — Writing in Indonesian

Questions 6 and 7

Criteria	Marks
<ul style="list-style-type: none"> Writes perceptively for a specified audience, context and purpose Demonstrates a highly developed and sophisticated control of Indonesian vocabulary and syntax Demonstrates a highly developed ability to manipulate language Demonstrates flair and originality in the selection, presentation and development of ideas Demonstrates a comprehensive understanding of the contemporary issue 	21–25
<ul style="list-style-type: none"> Writes effectively for an audience, context and purpose Demonstrates a well-developed command of Indonesian with a comprehensive range of vocabulary and syntax Demonstrates the ability to manipulate language Demonstrates originality in the selection and presentation of ideas Demonstrates a sound understanding of the contemporary issue 	16–20
<ul style="list-style-type: none"> Writes original and interesting text appropriate to audience, context and purpose Demonstrates a satisfactory command of Indonesian, with a sound base of vocabulary and syntax Demonstrates the ability to organise and express most ideas reasonably, but with a number of weaknesses in sequencing, linking and grammar Demonstrates a basic understanding of the contemporary issue 	11–15
<ul style="list-style-type: none"> Demonstrates an awareness of audience and context using only a narrow range of information and ideas Uses a limited range of predictable vocabulary and language structures to express ideas Attempts to sequence and link ideas 	6–10
<ul style="list-style-type: none"> Communicates a limited range of ideas with little attempt to organise and sequence material 	1–5

Indonesian Background Speakers

2011 HSC Examination Mapping Grid

Section I — Listening and Responding

Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	3	The place of the individual in the wider community – interview	H3.1, H3.2
1 (b)	2	The place of the individual in the wider community – interview	H3.3, H3.6
1 (c)	5	The place of the individual in the wider community – interview	H3.1, H3.3, H4.1

Part B

Question	Marks	Content	Syllabus outcomes
2	10	The impact of development on the environment – Advertisement/Poem – oral presentation	H2.1, H2.2, H2.3, H2.4, H3.2, H3.4, H3.5

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
3 (a)	4	<i>Sajak Seonggok Jagung</i>	H3.1, H3.3, H3.4
3 (b)	4	<i>Sajak Seonggok Jagung</i>	H3.2, H3.3, H3.6, H3.8
3 (c)	7	<i>Sajak Seonggok Jagung</i>	H3.3, H3.7, H3.8, H4.1
4	25	<i>Kalau Anak-anakku Pulang Pakansi</i>	H2.1, H2.4, H3.1, H3.2, H3.3, H3.6, H3.7, H3.8, H4.1

Part B

Question	Marks	Content	Syllabus outcomes
5	15	Social equality and inequality today – editorial/blog	H1.1, H1.2, H1.3, H2.1, H2.2, H2.3, H2.4, H3.5, H3.8, H4.2

Section III — Writing in Indonesian

Question	Marks	Content	Syllabus outcomes
6	25	The relationship between the physical environment and lifestyle – letter	H2.1, H2.2, H2.3, H2.4, H4.2
7	25	The commercialisation of culture and the benefits of cross-culture contact – letter	H2.1, H2.2, H2.3, H2.4, H4.2